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The Playground

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THE MAYFLOWER
Pilgrims' Day December 21, 1920

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CENTS

The Playground

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Membership

Any person contributing five dollars or more shall be a
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The Playground

Vol. XIV No. 8

NOVEMBER 1920

The World at Play

From Joseph Lee.—Mr. Lee writes:

"Young people, boys and girls, ought to have a good chance to meet and see each other under wholesome conditions. There ought to be dances and social meetings that would help to put the vicious dance hall out of business. These might take place in civic centers where they would tend to the development of neighborhood life. They should also be held by private organizations of all sorts. There should be many dancing classes. The singing and dramatics should lead up to neighborhood choruses, pageants and dramas and to occasions on which neighborhoods and the whole town come together to celebrate anniversaries.

"Among other things, this sort of recreation is the best kind of Americanization. It is almost the only kind. The way a foreigner becomes American is by being let in on the ground floor and taking part like other people, not merely as a performer or recipient but as a

prompter of neighborhood and community life."

A United Interest.—"The nation will not prosper unless community life is tranquil. The local and the national interest is a common one. We have a method of government sufficient unto the trials that come. We have only to guard against the distortion of its basic principles."

—Governor James M. Cox

Honor for Board Member.—Austin E. Griffiths, long a member of the Board of Directors of the Playground and Recreation Association of America and a leader of recreation achievements in his own state, has recently received so clear a majority for Judge of the Superior Court of Kings County, Washington, as to insure his election in November. Judge Griffiths is known as the father of the Seattle playground system.

The Social Administrator.—That social administration is a profession of first importance is recognized by Harvard University through the establishment of

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a series of new professional courses for the training of executives under the Department of Social Ethics of which Dr. Richard C. Cabot was recently appointed head. These courses are offered by Prof. James Ford, recently manager of the Homes Registration Division of the United States Housing Corporation. They cover forms and methods of social service, case-work and administration of welfare agencies, community organization, housing and town planning, and are coordinated with courses by Dr. Richard C. Cabot on social diagnosis, Professors R. F. Foerster on immigration and social insurance, E. E. Day on statistics, G. E. Johnson on play and recreation, M. J. Rosenau on preventive medicine, W. Z. Ripley on labor problems, F. W. Taussig on economic theory, T. N. Carver on sociology, Dean Roscoe Pound on jurisprudence, Professors Felix Frankfurter on administrative law, W. B. Munroe on municipal government, G. C. Whipple on municipal sanitation and vital statistics, J. S. Pray and H. V. Hubbard on city planning and a score of other courses on related subjects given in various departments and schools of the university. By restricting the professional courses to college graduates and to men only, the training is to be rendered as intensive and

rigorous as that of the Harvard Law School or Medical School. By coordination of technical courses with courses of graduate quality in economic, political, and ethical theory, the backgrounds so essential to effective leadership are assured.

Standards for Child Play.—

The Children's Bureau of the United States Department of Labor has published *Standards of Child Welfare*, in which the responsibility of the community is made very clear as to standards for children's play.

The standards given declare that at least two hours of organized play every day throughout the year are necessary for every child. To insure this there should be a playground within a quarter of a mile of every child under six years of age, one within half a mile of every child over six, and a baseball field not more than a mile distant from every boy old enough to play on a team. One acre to serve 500 children is advised as a minimum amount of space. This general playground should not be used for games requiring a great deal of space. Baseball, football, tennis and similar games should be provided for by an athletic field containing about six acres.

Active play, the standards warn, should be carefully directed and vigorous games should be

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followed by quiet ones. Every child over ten years old should have a chance to play on a team of some sort, and special emphasis on team games for girls is recommended.

Where lack of funds makes it necessary to limit equipment the standards point out that game supplies, such as basketballs, baseballs, and bean bags, are more important than fixed apparatus, though swings and a sandbox are essential for little children.

Leadership is declared to be of fundamental importance and should never be sacrificed to elaborate equipment. Experience has shown that splendidly equipped playgrounds are little used when they lack the inspiration of real leadership. The interesting suggestion is made that children be formed into groups of from eight to twelve members "with a gang leader self-selected and self-propagating, as in the old neighborhood type of gang."

Marquette County's Historical Pageant.—The Michigan Community Council Commission recently undertook the stupendous task of depicting in a pageant with 3,500 performers the development of Marquette County from very earliest times to the present day. A splendid spectacle was presented in a

natural amphitheatre formed by the wooded hills of Teal Lake. This spot is significant because iron ore, so important a factor in the development of our country, was first discovered there.

The success of the pageant was due, in large part, to a splendid scheme of organization which was worked out with ability and foresight. No detail was omitted which could contribute to the comfort and safety of the thousands of spectators and to the successful presentation of the pageant. As a result 25,000 spectators were taken care of without accident, space for parking over 3,000 cars was provided, and the pageant, although three hours in length, was so well conducted that it held the interest of the crowd until the end.

Bar Harbor Music for All the People.—The Boston *Transcript* tells of a most enterprising undertaking in community music which has been successfully carried out in Bar Harbor during the past summer and which has demonstrated the growing demand from the masses of people for music of a high order.

The famous Maine resort engaged an orchestra of Boston symphony players, under the direction of Arthur Brooke, to give concerts, not as in former years for the limited audience

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at the swimming pool, but free concerts on the village green for the benefit of the entire population. Some of the programs were given by orchestra and some by military band, the musicians playing either wind or string instruments, as the occasion demanded. Once a week a symphony program was given in the Casino theatre. Altogether there were six concerts a week and the audiences were large and appreciative. Many of the permanent residents of the town, including throngs of children, attended the concerts and listened with keen enjoyment to the excellent programs arranged by Mr. Brooke.

Prize for Posture Posters.—The American Posture League announces a national campaign to encourage the growing interest of high school students in the development of correct habits of posture and to enlist their cooperation in the aims and activities of the League. There will be a prize contest for two posters; one embodying a particular appeal to girls and one to boys, each illustrating posture. The contest will involve close cooperation of the physical training and art departments of the school entering the contest.

For detailed information apply to the secretary of the American Posture League, Inc., at 1

Madison Avenue, New York City.

Sacramento Opens Mountain Camp.—Sacramento, California, has launched upon a new field of playground work this summer in opening a municipal camp. Here any person living in Sacramento may spend his vacation and receive lodging, board and transportation at a minimum rate.

The site which has been chosen is considered by the State Forester to be the most beautiful spot in the Sierras accessible to Sacramento. It is ninety-four miles from the city and easily reached by stage or automobile through very interesting and beautiful country. On the lower side of the American river which flows through the camp is the playground with a baseball diamond, croquet field, and playground apparatus. On the upper meadow are the main building and tents. There is an abundant supply of clear pure mountain water which is piped to the camp. The menus are excellent and every precaution has been taken to make the camp pleasant and healthful.

The cost to the campers is about \$25 for two weeks. This low rate is made possible because no profit is to be taken. It is distinctly a public service and there is no investment in land.

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for a thirty year lease has been obtained. Seven thousand dollars which was appropriated at the start by the city commissioners is expected to be sufficient to keep the enterprise going. Excursion rates are arranged for the campers and the purchase of supplies in large quantities will help to reduce expense.

The Children's Friend.—In the New Orleans *Weekly Democrat*, Mr. L. di Benedetto, superintendent of the city's playgrounds, tells how Patrolman Hereford of the Police Force provided a playground for the children of St. Elizabeth's Orphan Asylum.

"He called at my office," said Mr. di Benedetto, "to get some pointers on how to get apparatus and the like for a children's playground. I inquired of him, 'What are you driving at,' and this is what he told me:

'Not long ago, a thief entered the St. Elizabeth Orphan Asylum, Napoleon and Prytania Sts., at night, and but for the alertness of the good sisters might have played havoc in the institution. The police were called in and I was detailed there to lay in wait for the scoundrel, for several nights, but he knew better and did not return. While there I had occasion to visit the institution during the day, and become intimate with the children. I

noticed that outside of the daily routine of the Orphanage the children's leisure hours were being wasted. A little tot came to me and said, 'Mister, can you get us a ball and bat?' 'Why,' said I, 'haven't you anything to play with here?' and the child answered in the negative. That set my mind working.

'The next afternoon I brought them a half dozen balls and a couple of bats. I right there and then saw a chance of doing some good to these poor little orphans. I made up my mind that a few pieces of apparatus and some play things would make their life happy, and I set out for the task.

'I consulted Doorman Connors and we decided something should be done. I immediately set out to raise funds in a very quiet way and the response was indeed gratifying. Enough funds were in sight and I set out for Frank Dietz, the playground apparatus builder and ordered a slide, see-saw and swings. We purchased baseballs, bats, basketballs and had a basketball outfit erected. And now the children have a little playground in their yard with which their leisure hours can be enjoyed and their physical development made possible. And say, it would do your heart good to see the children enjoying themselves. I want you and Miss Fleming to

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go to St. Elizabeth's Orphan Asylum and teach them some games. I know they will enjoy it. Won't you go?"

"Of course I'll go," said I, "Miss Fleming will be only too glad to help in any way she can. Let me add to your supplies," I said. "Here take up half dozen balls and bats with the Playground Commission's compliments and tell the children we will be up next week and start some games for them."

A Powder Village Playground.—Forty children, some of them as young as seven years, have learned to swim in the village of Dupont, Washington, during the past summer. Others who already could paddle about have perfected their swimming and diving form until now the powder village boasts a number of youthful experts in the aquatic art.

All this is the result of a playground enterprise made possible through the efforts of the Dupont Women's Club, the Dupont Company, the City Council, and public spirited citizens. First proposed by the Women's Club in the spring of 1919, the plan found instant favor. The Dupont Company set aside a five-acre plot for the purpose of making a park and playground, and the men of the community volunteered their services in clearing

the land and constructing apparatus. The Dupont Company early recognized the disposition of the people of the village to help themselves and contributed funds which were used in building swings, slides, balancing pole and ladders, giant stride, sand pits, picnic tables, basketball courts, and other facilities. An outdoor stove of ample capacity for a community picnic is a feature that appeals to the men and women of the village. The finest feature is the pool in the construction of which the City Council came forward with a portion of the necessary funds. At the edge of this stands a drinking fountain given by Mr. Cox of the Dupont Company.

At the beginning of last season the Women's Club, backed by the Company, employed a trained play leader, trusting to the public spirit of the citizens to see the project through. Funds for the work were collected by voluntary subscription entirely. No drive has been made, and every dollar represents the sentiment of an original enthusiast or a convert to the cause. As the park and playground now stands it represents an expenditure of approximately \$2,000 in addition to the labor of the citizens.

From seventy-five to a hundred children have daily thronged the playground, and in addition to the regular program of story-

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telling and games many special events have been planned. The closing celebration of the season was an all-day picnic at American Lake, and a swimming tournament, in which all children of the village took part. Prizes were given for the various events, and the parents had the opportunity of seeing the progress made by the children during the summer.

Catholic Community Center.—An interesting recreation center has been established in Louisville, Kentucky, which, although operated by the Catholic Church, is open to all members of the community. Father Diomede, pastor of St. Joseph's Church, secured the property of a club which had ceased to function during the war, with the idea of having a recreation center for members of his parish. He had had some previous experience with work of this kind and is identified with all good community movements.

The club which he secured consists of one large house containing a parlor, a library, billiard rooms, a club room, and quarters for the janitor and his family, while in a large annex are six splendid bowling alleys on the first floor and a gymnasium and shower bath on the second. A good sized yard surrounds the buildings but up to

the present it has not been utilized. Plans have been made, however, to make some use of this feature as well as to purchase the adjoining property.

During the first year there were no paid workers at the center, the members managing the club with remarkable efficiency. The expenses were defrayed by charging for the use of the facilities, the bowling alleys paying especially well. Additional funds were raised by entertainments given by the club members. The shower baths were recently installed and the thousand dollars needed to pay for them was realized by giving a vaudeville and minstrel show.

After the first year the co-operation of the Community Council was secured and this organization was instrumental in helping to increase the usefulness of the center widening the clientele and placing the work on a permanent basis. A paid director was employed and several trained workers were secured for folk dancing and gymnastic work. The Center was affiliated with the Community Council and was recently endorsed by the Charities Endorsement Committee of the Board of Trade subsequent to applying for membership in the Welfare League, which is composed of twenty-six organizations raising money jointly. From this source it is hoped that

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that part of the budget covering charges for leadership will be secured.

Vernon Community Center, as this center is called, has catered particularly to adults and has been the headquarters for the leisure time activities of the neighborhood. Among the interesting activities held at the Center were such events as a Swiss old time party at which folk dancing in costume was accompanied by accordions, and other parties at which entire families were present and everybody, both young and old, took some part in the program. The district in which the center is located contains no institutions for recreation so that Vernon Community Center fills a definite need and as a real neighborhood cooperative effort has been a great success. The leaders of the project are very enthusiastic about its possibilities and are anticipating interesting future developments.

Pulling Together.—In Owego, N. Y., the Congregational and Presbyterian churches united seven years ago. The Congregational building located in the business center was converted into a self-supporting social center. Two members from each of the five churches, including the Catholic, and nine from the Social Center Association con-

stitute the Board of Directors. The games at the center have provided an outlet for the energies of a gang of boys who were formerly a terror to the community; street loafers have disappeared and the vicious pool halls have had to go out of business.

Letting the Old Cat Die on Historic Ground.—"Letting the old cat die," almost on the identical spot where rise the historic fortifications of Paris is an experience that any kiddie fortunate enough to live near the Porte Dorée Playground may enjoy in the big swings that are among the playground's most popular features.

The Junior Red Cross of America raised the funds and personally manufactured much of the apparatus for the playground which is built on the fortifications of Paris in the "Golden Gate" vicinity. Many of the playground's youthful patrons had almost forgotten that there were such things as playtime and laughter in the world so dreary and forlorn had been their outlook upon the only world they had known since the war brought its reign of chaos and disaster.

Playgrounds, to keep well children well, and to make fit the physically defective, are among the plans which the American

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Red Cross projects for its peacetime program, both at home and abroad. The dollar memberships, pledged during the Fourth Roll Call, November 11-25, by the ten million members on the Red Cross roster will help finance such undertakings.

Compulsory Gymnastics for Girls in French Schools.—Gymnasium work for girls in French schools has been made compulsory by a bill passed by the French Senate, according to a correspondent of the *New York Evening Post*. By the bill public gymnasium privileges are also provided for women of all classes.

French newspapers offer various opinions in regard to the movement. Celebrated actresses in a series of interviews stated that they had been taking physical training for years and that the Government had followed the only rational course. Some papers express approval of exercise in private, but object to the proposed training. Others ridicule the idea of physical training and declare that it will rob the French woman of the grace of movement for which she has been noted for centuries.

Developing Chinese Play Leaders.—Extract from letter from B. H. Robbins, Dean of Physical Education Department,

Nanking Teachers' College, Nanking, China:

"In this Government College, we are preparing a number of men to become playground directors and public school physical directors, with a four year special course. I am directing the course, with a departmental faculty of ten teachers, some of them returned students; and also, supervising the general physical education of the college.

"If I can be of any service to you out in this part of the world, please let me know. I am giving a course on Playgrounds, Their Construction, Equipment, and Management, this year, to our senior class, and would appreciate greatly a supply of your printed matter, of course paying all necessary expenses involved in getting it here. If you can do anything for us in the way of magazines, and other printed matter, we can use it, both in the course for the school and for distribution among our students and other directors. The playground movement is growing in this part of the world, and there is need of it. I think one of the great means of solving the race problem here is to teach the people how to play. But this is not a lecture. We have a big provincial playground in this city, finished this spring, to which thousands of people, mostly children, come every day.

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Two of our graduates are in charge of it. We are going to have playgrounds in every crowded place in the city and one of the ways in which our men will get their normal practice is in their supervision of these city playgrounds. The Chinese take to our games finely, and play playground ball and association football as well as American boys. And they enjoy it. Their track meets are well worth attending. Their racial games and sports are interesting, some of them variations of games we played as boys at home."

Final Article in December.—

Owing to illness, Miss Constance D'Arcy Mackay has been unable to finish the series of articles on *Rural Imaginative Recreation*. The final number will appear in the December PLAYGROUND, and will include special material for Christmas celebrations.

The Pilgrim's Pride, by Elizabeth Hines Hanley.—A pageant for the Pilgrim Tercenary Celebration, so arranged that it may be used as a short program of 45 minutes, or as a longer program, 1½ hours, or a still more extended program of 2½ hours. The theme is the presentation to the Spirit of Liberty of the notable documents granting civil and religious free-

dom of men, beginning with the offering by Holland of their grant by Marie of Burgundy, continuing successively with Magna Charta, by England, the Legislative Grant to Virginia, by Governor Yeardley, the Mayflower Compact, by Governor Bradley, the Providence Plantation Charter, by Roger Williams, the Maryland Charter, by Lord Baltimore, the Declaration of Independence, by George Washington, the Emancipation Proclamation, by Abraham Lincoln, and President Wilson's Declaration of War against Germany, by the Spirit of the Nations. The pageant may be ended after the Pilgrim Episode, simplifying costuming. For the more elaborate production, the finale includes an interlude of folk dancing by all the nations of the earth, and a grand march of review. Copies may be secured from Community Service, 1 Madison Ave., New York. Price \$.35

Thanksgiving Programs.—

Experience has proved that the most useful and practical Thanksgiving Program usually consists of recitations, songs, and a one-act play or perhaps two one-act plays according to what is needed. Or a festival or play which fills an entire evening may be given. For a country community celebration it is

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even a good thing to have one play by children, and one by adults. Of course, where a play or a festival is given that fills an entire evening, recitations and special songs are not needed.

Recitations.—Good recitations, both for individual children and for children in groups can be found in *Harvest Time*, by Alice C. D. Riley, published by the John Church Co., 39 West 32d St., New York City, price \$.25. This book will be a boon to any teacher, and is good for both country and city schools. Music which will change some of these recitations into Thanksgiving songs can be obtained from this same house. This music is by Jessie L. Gaynor and is of good quality and easy to sing. Poems in current magazines often make very good recitations. Children should be encouraged to hunt out such poems and bring them in for general discussion, after which a selection can be made. This quickens the young person's (or even the older person's) sense of beauty.

Songs.—Thanksgiving songs may be found in *Harvest Time* as mentioned above; or in *A Harvest Festival*, by Marie Ruef Hofer, details of which will be noted under *Plays and Festivals*.

Plays and Festivals.—The following plays and festivals will be found easy to give and entirely practical. *The First Thanksgiv-*

ing Dinner, by Marjorie Benton Cooke. Seven boys and three girls of twelve to fourteen years. Pilgrim costumes. Plays twenty-five minutes. Can be ordered from the Drama League Book Shop, 7 East 42d St., New York City. Price \$.25

The Courtship of Miles Standish, by Fanny Comstock. Eight boys, three girls and extras. Fourteen years and older. Plays thirty minutes. Simple set. Pilgrim costumes. Can be had from the Drama League Book Shop, 7 East 42d St., New York City. Price \$.15

A Little Pilgrim's Progress, by C. D. Mackay, twelve characters, boys and girls. Can be given by a cast composed entirely of girls or entirely of boys, since it is a morality play and the characters are interchangeable. It plays one-half hour. The setting is simple. Pilgrim costumes. Because the play is a morality play it has been acted in churches. It is suitable for children from eight to fifteen years. It can be ordered from Samuel French, 28 West 38th St., New York City for \$.25. It is also published in a volume with nine other plays called *The House of the Heart*, published by Henry Holt Co., 19 West 44th St., New York City. Price \$1.10.

The Courtship of Miles Standish, by Eugene W. Presbry is

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a good play for adults. It has two male and two female characters. Pilgrim costumes. Simple setting. Plays one-half hour. Published by Samuel French, 28 West 38th St., New York City, at \$.25

Hiawatha, by Florence Holbrook is suitable for use and has been used at Thanksgiving because Corn Dances and allusions to the harvest may play a part in it. It has nine boys, three girls and extras—as many young people as desired. It is suitable for twelve to fourteen years and older. It is published by Houghton Mifflin & Co., Boston, Mass., at \$.15. Descriptions of how to give the Indian dances and music for these dances can be taken from Marie Ruef Hofer's *Harvest Festival* noted below.

Harvest Festival, by Marie Ruef Hofer, published by the Clayton F. Sunny Co., 54 East Van Buren St., Chicago, Ill. Price \$.50. It is valuable for using large groups of young people from primary to eighth grade. A strong autumnal and harvest note runs through it all. There are many picturesque dances and descriptions of full costuming are included as well as music, stage settings. This festival is too large for the average small stage and should be given on the floor of a hall. Or in mild climates it would be a beautiful thing to give out-of-

doors.

Harvest Time, by Alice C. D. Riley, published by the John Church Co., 39 West 32d St., New York City, at \$.25, is a harvest festival in which large numbers of children can be used in songs, recitations and dances. Its quality is unusually good. For its adequate production it should have the floor of a hall, as it will not act well on a small stage. In mild climates it would be possible to give it out-of-doors. A sense of nature runs throughout the festival—leaves, winds, seeds, autumn flowers.

Costumes.—It might be well to remind those who are undertaking these plays that Camp Fire Girl and Boy Scout costumes can always be adapted to Indian costumes; and that gymnasium bloomers and long cloaks and tall hats will make Pilgrim costumes for boys; while plain, dark-colored dresses with white kerchiefs, cuffs, aprons and caps make Pilgrim costumes for girls. For such large productions as Miss Hofer's *Harvest Festival*, quite elaborate costumes will be needed.

In a Thanksgiving program it is well to strive for literary as well as entertainment values. Try to keep a high standard of production. A simple program is always better than a very elaborate program unskillfully done.

The House Where the Children Play

EDGAR A. GUEST

In every street there's a certain place
Where the children gather to romp and race,
There's a certain house where they meet in throngs
To play their games and to sing their songs,
And they trample the lawn with their tireless feet
And they scatter their playthings about the street,
But though some folks order them off, I say,
Let the house be mine where the children play.

Armies gather about the door
And fill the air with their battle roar,
Cowboys swinging their lariat loops
Dash round the house with the wildest whoops,
And old folks have to look out when they
Are holding an Indian tribe at bay,
For danger may find them on flying feet
Who pass by the house where the children meet.

There are lawns too lovely to bear the weight
Of a troop of boys when they roller skate,
There are porches fine that must never know
The stamping of footsteps that come and go,
But on every street there's a favorite place
Where the children gather to romp and race,
And I'm glad in my heart that it's mine to say,
Ours is the house where the children play.

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President Proclaims Pilgrim's Day

My Fellow Countrymen: December 21 next, will mark the tercentenary of the landing of the Pilgrims at Plymouth in 1620. The day will be becomingly celebrated at Plymouth under the auspices of the Plymouth Pilgrim Tercentenary Commission and at other localities in Massachusetts. While this is proper and praiseworthy, it seems to me that the influences which the ideals and principles of the Pilgrims with respect to civic liberty and human rights have had upon the formation and growth of our institutions and upon our development and progress as a nation, merits more than a local expression of our obligation, and makes fitting a nation-wide observance of the day.

I therefore suggest and request that the 21st of December next we observe throughout the Union with special patriotic services, in order that great events in American history that have resulted from the landing of these hearty and courageous navigators and colonists may be accentuated to the present generation of American citizens. Especially do I recommend that the day be fittingly observed in the universities, colleges, and schools of our country, to the end that salutary and patriotic lessons may be drawn from the fortitude and perseverance and the ideals of this little band of church men and women who established on this continent the first self-determined government based on the great principle of just law and its equal application to all, and thus planted the seeds from which has sprung the mighty nation.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed. Done in the District of Columbia, the fourth day of August, in the year of our Lord one thousand nine hundred and twenty, and of the independence of the United States of America the one hundred and forty-fifth.

WOODROW WILSON

Suggestions for the celebration of the Pilgrim Tercentenary prepared by Constance D'Arcy Mackay have appeared in previous issues of THE PLAYGROUND. This material may be secured in mimeographed form by application to Community Service (Incorporated) One Madison Avenue, New York City.

Good Times at Small Cost*

CHARLES FREDERICK WELLER

Special District Representative, Community Service (Incorporated)

In *Hindu Tag* one is safe against being tagged when his forehead is touching the floor. How completely such a game "break the ice" is easily imagined. Fat and thin people, old and young, poor and rich, frigid and informal—all have played Hindu Tag joyfully and in such various places as a Quaker meeting house, a public schoolroom, a community club, two small family parlors, in the basement of a Presbyterian church and in soldiers' training camps.

It was in a church that I first hit upon the discovery (for it was surprising to me, though others may have understood it long ago) that many audiences will comprehend the essentials of recreation and community service better from playing games together than from hearing admirable discourse. Such discourses had been delivered to a responsive audience at York, Pennsylvania, when a sudden impulse led me to say to the fifty or sixty adults present, what I had occasionally tried with youngsters, namely:

"All of you line up against the wall at one side of the room. I'm *IT*. Standing in the center I will call out:

Pom, Pom, Pull-away;

If you don't come,

I'll pull you away.

"Then you will all run to the other side of the room. If, before you get across, I tag any one of you three times, he is *It* and must help me tag the others as they run back and forth, each time only at my call. When all are tagged the player whom I caught first is *It* for a new round."

This is the finest kind of game to begin with, if space permits. It starts things easily without asking people "Will you play?" and without making anyone conspicuous. Self-consciousness is lost in the joyful momentum of the group.

* Courtesy of the Ladies' Home Journal

GOOD TIMES AT SMALL COST

Quiet Games

To rest a while, we next played a sit-down game—a mind-reading mystery. I had previously conferred with my co-worker and when he left the room at the beginning of the new game it appeared to be without collusion between us. Borrowing a shiny spoon, though the back of a watchcase or any other surface would do equally well, I solemnly pretended to photograph upon it the face of any member of the group whom the circle of players pointed out. My partner then returned; studied the supposed photograph; and invariably identified its subject.

There was a bright young man present who soon devised a code of his own for such mysterious mind reading and taught a young woman to play the trick with him. Their method was that the performer who remained in the room should stand or sit in the seventh place to the left of the person photographed. But it was at a schoolhouse party in New York State that my real method was detected—by a school-teacher who made my trick fail by sitting with her hands and feet in the same position in which the photographed subject sat. For that is the secret—the performer who pretends to take the photograph, while his previously instructed colleague waits outside, sits down casually, with his hands and feet in the positions assumed by the person to be identified.

What to play in the fixed seats of a small schoolroom was the problem which suddenly confronted me in an attractive coal-mining center in Pennsylvania. The desks were small, the adult audience seemed bulky and the spaces around the seats were narrow. Having first moved some of the scattered people so that all the rows were evenly filled, I gave to the person in the front seat of each row a blackboard eraser. These were all held up at arm's length and, beginning at my signal, were passed by the front seat people to those next behind and so on from hand to hand, up each row and back again to the front seat. That row won the race whose returned eraser was first held aloft by the man or woman in the front seat.

It is well to play quiet, sitting-down games between those which make the lungs and heart work vigorously. Thirty or forty minutes of self-forgetting, cooperative recreation puts "unity" into "community" and optimistic vigor into new plans for social advance.

GOOD TIMES AT SMALL COST

Roosevelt's Play Spirit

Nose and Toes Tag was the next game we tried in that conventional mining town schoolroom.

Ten volunteers were called forth, because that seemed as many as could well play in the narrow aisles around the seats. I was *It* and I told the other players that each would be safe from being tagged when he held his nose in one hand and the toes of one foot in the other hand.

A well-filled-out bank president—who had come with us from a neighboring little city to help in organizing for community service—made a living picture which I recall with joy. In some of my subsequent conferences with him I always contended, but he as stoutly denied, that he could not have stood so long on one foot if he had not leaned against a desk. Ordinarily, if a player stands too long holding his nose and toes I bump against him and he has to run for it.

One young man I chased out of the schoolroom, through the empty hall and back again around the seats. Though I did not quite catch him, I did force him to grab his toes and nose for safety. Afterward, when I learned that this youth was the local prize-winning runner, I felt that I had done pretty well. The point is to play every game with the utter abandon of a joyous child. Roosevelt stated the good American play spirit—which characterized all his wonderful work:

Don't flinch. Don't foul.

Buck the line hard.

Action Excels Argument

When mankind is accustomed, as in these soft days, to make all progress vertically in elevators, horizontally in autos, it is well to start action with an average adult group by saying: "I am thinking of something, plainly visible in this room, the name of which begins with S. Everyone guesses—"smiles," "shades," "spectacles," and so forth, until some one says "socks," which is right. The successful guesser then propounds a first letter representing an object he selects.

In another mining town we started with the folks right where they were, in the small seats of an ordinary little schoolroom. I gave a piece of chalk to the man or woman in the front seat of each row. On signal, each of these men ran forward, made a mark on the front blackboard, returned to his seat and passed the chalk to the next person sitting behind him. These took their turn in the relay race until everyone sitting in each row

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had made his mark upon the blackboard. The row which first completed the process won the race.

One virtue of this game was that everybody present was drawn into it easily and inevitably; there were no wallflowers. All the people felt happily enlivened and ready for the next adventure. I then led the group to a larger room without seats. Every school should have at least one large room in which the desks and seats are on cleats or otherwise movable. Here they began by playing *Pom, Pom, Pull-away* and finished with *Hindu Tag*. Practically everybody played, including the cultured mine superintendent and his wife—who are the benevolent socially minded despots of these towns—and the miners themselves, together with local storekeepers, clerks from the mining company's office and teachers from the schools.

After twenty or thirty minutes' play the men and women returned to their seats in the small schoolroom, and took up the discussion of my suggestions for the continuation of community service with a developed program.

Other Activities Suggested

Hikes or popular walking parties may be readily organized by an individual or organization who will publish notices that anyone interested may meet a walking group at 1.30 or 2 p. m., on Saturday, at a railroad station or street-car stop or elsewhere, whence leaders will conduct them for a four to six mile tramp through attractive country scenes or to places of historic interest. As such hikes become regular weekly functions volunteers may be appointed in advance to plan out new itineraries and to have the honor and responsibility of conducting the strollers.

Suppers at outlying towns or places of peculiar interest may be planned.

Church socials may well be revived and the young people's association or ladies' aid society or men's club which gives the social should be encouraged to go out into the highways and byways, and especially to the young strangers employed in local industries, inviting them to an evening of fellowship where home-cooked food at moderate prices is served by attractive girls and women and where games and social stunts, following the supper, enable people to start new friendships or to strengthen old ones.

Industrial Recreation

IV. RECREATION FOR REST PERIODS

In many industries there is a tendency, especially where the number of workers having rest periods is large, to organize the methods of spending these pauses. Many experts who have studied the subject feel that to carry out the rest period idea successfully requires systematic effort and attention. The first aid records of one factory show that the condition of workers having rest periods during which they take exercise under a physical instructor has been greatly improved. It is obvious that if exercise is indulged in it should be under the supervision of someone thoroughly familiar with the subject. As a relief from cramped positions, setting up exercises and games have been introduced in numerous establishments. It has been found quite feasible to have this led by instructors chosen from among the workers and given special coaching outside of working hours. Where operators are engaged in heavy muscular work they will need an opportunity to rest and relax. Victrola music and singing are perhaps the most popular diversions in this case.

The National Industrial Conference Board in a recent report mentions one factory where rest periods are allowed to approximately six hundred employees. The morning pause is taken up with singing, setting-up drills, dancing, and games; the afternoon pause by talks on education subjects and current events. The importance of the rest period as an opportunity for the worker to take a light lunch is emphasized.

CLUB ORGANIZATION

The organization of clubs and societies for physical, dramatic and educational activities naturally follows the manifestation of various group interests.

Organization for Athletics

The social and physical advantages derived by industrial workers from properly organized athletic activities have been demonstrated in hundreds of plants the country over. The present trend is toward games and mass athletics and away from the specialization which favored a few star players who were paid exorbitant

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salaries, and which neglected the ordinary player. The development of team play has far-reaching effects in loyalty, efficiency, and a friendly relationship between the various nationalities which make up the personnel of the average industry.

The Amateur Athletic Union

Since 1888, The Amateur Athletic Union has been earnestly advocating the promotion of athletics in factories and mercantile houses.

At the present time many of the largest industrial athletic associations are members of district associations of the A. A. U., the members of which with their numerous experienced officials are devoting practically all their spare time to the promotion of amateur athletics. They are ready and willing at all times to give assistance and advice to any organization or firm desiring to form an athletic association or to promote any form of athletics for the benefit of their employees. The Amateur Athletic Union publishes a pamphlet on the *Value of Athletics in American Industries*. This outlines the work of the organization and also gives a diagram of an up-to-date athletic field. Industrial organizations desiring to equip such fields, may secure helpful suggestions by communicating with the headquarters of the Union, Room 606, 290 Broadway, New York.

Carnegie Steel Company's Plan

Mr. A. H. Wyman, Director of Recreation, describes in the following way the system of fostering sports for employees which is now used at the various plants of the Carnegie Steel Company:

The Carnegie Steel Company is divided into eighteen different plants, under the direction of twelve general superintendents who direct the work of 52,000 employees. From this group of twelve district communities a representative is chosen to represent his district on the Carnegie Steel Athletic Council. Within this Council, a chairman, vice chairman, secretary-treasurer, and executive committee are elected.

The objects of this Council are as follows:

First—To promote and foster all recreational and beneficial athletics among the employees of the Carnegie Steel Company's plants and communities

Second—To establish and maintain a uniform set of rules for the government of inter-department, inter-plant championship contests and all other athletic activities

Each Industrial Plant, or group of mills under a general

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superintendent, has its own athletic association. The officers of this organization are president, vice president, secretary-treasurer and executive committee, and are elected from a selected group of fifteen men known as the Organization Committee. This group of fifteen men are the representatives of the departments, each of whom acts as chairman of a selected group of five in his department. They are responsible for the growth and maintenance of recreational activities.

This selective method of organizing each athletic association was thought advisable, due to the newness of the general recreational program. Later, as the employees join the association and an active membership can be maintained, the Athletic Association will be under the supervision of the employees.

At the present time, a number of the plants have representative or 'varsity teams in the lines of sport, soccer football, baseball and basket ball.

Some of these teams have been heavily padded with professional players not employed in the mills. This is done to add to the attractiveness of the schedule which has placed them in a position to compete in the national soccer football championships. A number of years ago, the Homestead Steel Works could boast of the best rugby football team in the country. This team included such stars as Dave Fultz, Gammons, Johnny Poe and Indian Pierce. This state of affairs caused nothing but worry on the part of Steel Works' officials, and cost thousands of dollars to maintain a team of this standing.

The newer and saner athletic policy will call for not one representative team, but many inter-departmental teams. An attractive schedule of activities within the plant and community will bring into play at least ten per cent of the employees to start with. For example, here are the possibilities for one plant's program of events.

Spring and Summer Season

Baseball—10 departments—10 teams—90 men

Quoit tournament—10 departments—50 teams—100 to 200 men

Volley ball—10 departments—10 teams—100 men

Playground ball—10 departments—10 teams—90 men

Boxing

Track and field sports—10 departments—200 to 300 men

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Fall Season

Soccer football—10 departments—10 teams

Volley ball—10 departments—10 teams

Winter Season

Basket ball—10 departments—10 teams

Bowling—10 departments—10 teams

Wrestling

Boxing

Within our own organization the possibilities of an attractive schedule of events will eliminate the necessity of padding the teams with professional or college stars. Strict eligibility rules are enforced, such as a ninety-day clause, which compels a man to be in the employment of the mill for at least three months before he can represent a plant.

A schedule in each plant calling for a series of inter-department contests, each season, the department champions to play an elimination series with the other Carnegie plants, finishing the season for the Carnegie Steel Company championships, will accomplish the purpose of our campaign for "The more taking part the merrier."

The Company furnished all playing space, such as baseball diamonds, soccer fields, tennis courts, clubs and halls for indoor recreation.

There are three important factors that have been strengthened through the installation of Industrial Athletics.

First—There has been a noticeable change in the physical alertness of employees.

Second—Through inter-departmental and inter-plant competition has grown a better spirit of true sportsmanship.

Third—A closer welding of the heterogeneous groups of employees, together with a closer and more friendly relationship between workers, foremen and superintendents.

A stronger feeling of loyalty on the part of the employees now exists in the plants where recreation is fostered, which has developed efficiency and the spirit to pull together. Efficiency and the spirit to pull together are essential factors in the success of our industry.

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Dramatic Club

Dramatic clubs and societies may make many worth while contributions to the community recreation program and they are particularly valuable for the training they offer along artistic, cultural and social lines. By encouraging the foreign-born to dramatize their own native customs and traditions it is possible to bring the different groups into more friendly relationship with one another. At the same time they become more familiar with American ideals and customs. A Neighborhood League in a town of New York State tried out the plan of encouraging the foreigners in English classes to produce short plays. This was most successful. The plays were studied and rehearsed as a part of the regular class lesson and produced in connection with various community programs. This idea might very easily be worked out in any industrial community. In addition to helping foreigners in their study of the English language, it lays the foundation for a broader program of dramatic work in a community.

There is also the plan of having plays presented in other languages. This was successfully done in Chester, Pennsylvania, in connection with the school centers. For instance, an Italian play was presented by members of the Italian colony. The honors of the occasion went to a barber by trade—sixty years of age—who had a natural gift for acting. The play was first explained in English, for the benefit of Americans who were present.

A number of industrial firms in planning new recreational facilities are including a community theater. This is one of the finest things a town can possess and every dramatic program of any scope should aim toward it.

One dramatic club which has achieved a degree of success, follows the plan of producing each year a series of one-act plays with different casts, having as the culminating event of the season a more ambitious production, possibly a three-act play, in which the most talented members of each group take part.

As a means of bringing large groups of people together and keeping them pleasantly occupied during extended periods of time the pageant is to be highly recommended. In several industrial communities where the percentage of foreign population is very high, a pageant has proved the entering wedge for citizenship training. Constance D'Arcy Mackay says:

"The historical pageant quickens the sense of nationalism as

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well as the art sense of the community. It possesses a power for unification and coordination of large groups of people that a play does not possess. It is a civilizer. It brings an appreciation of beauty into every part of the city. People who would not dream of participating in a play are readily drawn into a pageant because group work overcomes all self-consciousness. Pageantry reaches people whom a play could never reach. It is an arouser of patriotism and through arousing patriotism makes for Americanism. * * * Out of a pageant in a Southern city sprang a notable Little Theater. In another city it is a community chorus that survives; in still other cities the pageant dancing is continued through the establishment of playgrounds where festivals are given. And perhaps the finest result of all, very beautiful permanent outdoor theaters have been established as a result of historical pageantry. This is one of pageantry's most salient and lasting benefits. There has come to be a feeling that a pageant that does not leave behind it something which goes on growing in a community is a pageant that has not truly succeeded."

One of the most notable achievements of War Workers' Community Service at Chester, Pennsylvania, was the production of a League of Nations pageant and the subsequent organization of the Chester League of Nations. In this pageant Chester was represented as holding out her arms to every foreign born resident within her boundaries. In an eloquent address which was translated into the Italian, Polish, Greek and Russian languages, Governor Sproul welcomed the newcomers to Chester and urged them "to united effort and to the contribution of their best in literature, art, and labor, to the end that the local community, the state and the nation might realize the best possibilities of human freedom and fraternity." Responding to the outflung arms of Chester the foreign born marched through the entrance arch of the city. France, Greece, Italy, Russia, Poland, Syria, and Wales were represented in their national costumes, and in turn each came forward to symbolize its contribution to the civic life of the city and to tell of its culture in art, songs and dances. As each group appeared its national anthem was sung, and at the conclusion of the pageant all the foreign flags were brought to the center of the stage and grouped about the flags of Chester and the United States, while the whole assembly sang our national anthem. Pageants have been successfully staged at numerous other industrial centers.

Recreation for Blind Children

Importance of Recreation

Helen Keller has said, "The curse of the blind is not blindness but idleness. Through a mistaken idea of kindness, blind children are frequently pitied and petted at home and guarded so carefully against any possibility of mishap that they become absolutely dependent and inactive in both mind and body. Too often the relatives and friends of blind children regard them as outside and separated from the ordinary duties, pleasures and interests of everyday life and do not realize that they crave responsibility, amusements and recreation just as every human being does. They have, as Sir Arthur Pearson says, "too much pity for their blindness and not enough sympathy with their human natures." It seems to be the general opinion of persons working with blind children that they should be treated exactly as other children excepting in cases where there is need for stimulus to keep their bodies and minds in action. In working with blind children, their tendency to sit down and dream or to wander about aimlessly must be kept constantly in mind and an attempt made to counteract it by arousing a desire for active games.

To encourage the blind child to take part in the normal activities of childhood is very vital and should be begun in infancy. As soon as a blind child begins to use its hands, toys should be given to it preferably those which make a noise to attract its attention and arouse its mind. A blind child should never sit long in one place alone and unoccupied. When it has to sit still it should be given various sized balls, some with bells inside, blocks of different shapes, pebbles, animals with a variety of coverings, such as wool, fur or hair. Teddy bears, dolls, beads, toys of sweet scented wood, a harmonica or some other musical toy, or a rocking horse will keep the child occupied and happy. A sand box, provided with pails, shovels and molds is excellent for these children. Clay as well as sand is invaluable to blind children because of its use in developing the sense of touch.

All small children like to help with the household duties and while later on they may not consider this play, still blind children will get a great deal of happiness by being useful. They can easily be taught to prepare vegetables, to wash dishes, to gather fruit, to feed chickens, to knit, to string beads, to wind wool and these occupations will keep them active and happy and at the

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same time be of great educative value. Older children will enjoy basketry, reed work and cord work. The girls can be taught to sew both by hand and on the machine and if provided with self-threading needles can work quite independently. Boys can be taught to be very successful carpenters.

Imitative play is a vital part of the education of all children and is especially important for blind children for it gives them an opportunity for development through imitation which they do not get as readily as other children. Girls find satisfaction in playing house, school or store but boys will demand something more exciting such as robber, pirates, or police. Such games should be encouraged and space and "properties" provided.

Blind children need to hear the voices of the people around them and should be talked to as much as possible and questioned as to what they hear or feel so as to learn to take an interest in what is going on around them and to become sensitive to and to interpret correctly a greater variety of sounds and sensations. Stories either read or told to them will always interest them and they will enjoy memorizing stories or poetry. They should become familiar with the stories all children love, nursery rhymes, folk and fairy tales of various literatures, *Uncle Remus Stories* by Joel Chandler Harris, *Just So Stories* by Rudyard Kipling, *Nonsense Books* by Edward Lear and also books by Sara Cone Bryant, Beatrix Potter and Lewis Carroll. As they grow older they will become interested in books of adventure, of travel and of biography (especially of successful blind people) and will enjoy description more than other children.

Just as all children, they love dramatic play, such as the spontaneous dramatization, either in pantomime form or with impromptu words, of the stories they hear. Amateur dramatics takes an important part in most schools for the blind. Charades, minstrels, pageants and simple plays are very popular forms of recreation and even more ambitious productions such as Shakespeare have been presented with remarkable success.

As the children get a little older they will enjoy some of our well known table games which are adapted for the use of the blind. Checkers, chess, backgammon and parchesi are favorite games. Regular playing cards marked with raised characters which can be read by touch, make the card games such as euchre, five hundred, and bridge possible for blind people. Leather checkerboards made at the Perkins

Games

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Institute for the Blind in Boston are particularly adapted for the use of the blind by having the places for the men sunken three-sixteenths of an inch and the men for one player being round and for the other square.

Musical Training All blind children should be given musical training even if they have no special ability, for every form of recreation with which they become familiar will increase their own resources and open another field of interest for them. Chorus, solo work and instrumental instruction as well should be given each child to enable him to enjoy concerts and recitals and to take his part in any form of group singing. Some of the latest books on musical instruction contain many rhythmic exercises to which children are to listen and afterwards give expression through movement. This sort of training will be especially beneficial to blind children.

Physical Training The physical well-being of blind children is frequently neglected in their home. They are forbidden to help about the house for fear of their destroying something and are not allowed to play with other children because of the danger of their being hurt and the result is that they are under-developed through lack of ordinary activities of childhood by which other children are unconsciously developed. Work in the gymnasium will make up somewhat for these disadvantages if the defects of the children are carefully studied and exercises prepared to correct them. It is well of course to begin with the more simple exercises and drills but as soon as courage and confidence are developed the children will be able to take almost the same work as seeing persons can. Simple calisthenics and wand drills can be taken by small children and later they will learn to use Indian clubs, dumb bells, parallel, horizontal and stall bars, horses, trapezes, climbing ropes and horizontal ladders. Marching is splendid training for blind children especially if they are taught to keep distances. A running track is a popular part of the equipment of many blind schools. Wrestling, volley ball, push ball are also favorite activities. Some blind children become excellent bowlers. No special device is necessary to make bowling alleys serviceable for the blind. A hand rail above the ball rack about thirty inches from the floor and extending to the foul line is a slight aid to bowlers in getting their direction but is not essential.

Swimming is an admirable and popular recreation. Some blind children learn to dive by means of a diving chute by which

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they learn the right angle to enter the water in order to make a successful dive. There is little a blind person can not do in any kind of diving or swimming.

Folk and aesthetic dancing are also taught in many blind schools but are most successful when there are a few children with partial vision. Dancing gives the sightless child confidence in moving about freely and also cultivates poise. Social dancing is very popular and can be made possible even for the totally blind. One state institution has worked out a very successful plan. The gymnasium floor is built with a cement border seven feet wide which affords a convenient place for apparatus work and prevents the dancers on the wooden floor in the center from colliding with the wall. As the dancers all move in the same direction, the danger of colliding with each other is lessened. Roller skating is also a splendid form of recreation for the blind and it is remarkable what expert skaters some of these children become.

OUTDOOR RECREATION

Playgrounds The degree of blindness and age at which sight was lost have a very direct bearing upon the play of the blind child. Children with partial vision and those who did not lose their sight until after they were old enough to learn some children's games, become the teachers of those who do not see at all. In every group of blind children, there will always be some more energetic and venturesome ones but some children are naturally very timid and many are made so by unwise restraint so as a general rule blind children must be provided with good playground apparatus and a sympathetic and ingenious play leader before they will play.

A successful way of laying out a playground is to have it surrounded on all sides by shade trees in regular rows. In order to avoid the danger of the children running against these trees, the playgrounds may be bounded by walks which the moment a blind child sets foot upon them are a warning of danger. Thus it is possible for children to run freely about the playgrounds. This plan is especially practical in a large institution, where it is best to have several playgrounds in order to separate the children into small groups.

The equipment for playgrounds for blind children is practi-

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cally the same as for seeing children: sand boxes, slides, teeters, merry-go-rounds, and toboggan slides. Swings may also be used but the precaution should be taken of enclosing them with a small fence or railing to avoid any danger of the children who are playing nearby being hit by the swings. The rocking boat is a piece of apparatus made especially for blind children. It will accommodate ten or twelve children at one time, is semicircular and is built on rockers. Specifications for building this boat, accompanied by a working drawing, will be sent, upon request, by the Pennsylvania Institute for the Instruction of the Blind, Overbrook, Pennsylvania. The "trolley" is also a popular piece of apparatus in the playground. It consists of a strong wire strung between two iron posts. A trolley with two handles is attached to the wire. The children go up two or three steps to a platform at one post, grasp the handles, swing their feet from the platform and "trolley" to the other post.

Pets

It brings great joy to the blind child who must depend upon others for so much help to be given the responsibility of the care of some pet. Helen

Keller tells of the happiness a canary gave her; other blind persons take care of children, pigeons, or rabbits. Dogs are also excellent pets for children.

Games

Circle games with singing and action, hide-and-seek, Roman soldier (a version of prisoners' base) blind man's buff, Red Rover are a few of the playground games which blind children enjoy. Modifications of other games come about naturally after the children learn to play spontaneously. The nature of the playgrounds, the number of children, the proportion of children with partial vision and their ages, will all have an influence on the games and the adaptations. "Keep off the earth" was a version of tag used on one playground in which the child who was "it" remained on the sidewalk and tried to catch the children as they crossed from the grass on one side of the walk to the other. Blind children enjoy the ordinary amusements such as hiking, automobiling, swimming, rowing, skating, and playing push ball, and tug-of-war.

Gardening

Gardening is a splendid occupation for blind children and has been introduced into many blind schools with success. It teaches delicacy of touch, for the little seeds and young shoots must be handled with the utmost gentleness. Gardening also develops neatness, order,

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accuracy, measurement and concertation and affords the only chance for many children who come from congested districts of cities to obtain a knowledge of nature.

The ground should first be plowed and fertilized and then be given over to the children who with some instruction and direction should be able to care for their gardens themselves. The hoeing, raking, leveling and dividing up into individual plots can be done by the children by means of cord and graduated sticks. A board about eight inches wide and as long as the rows are to be, will simplify the planting. The child can use the board placed so that the ends are against the end stakes as a guide in digging a trench for his seeds. When the seeds for the first row are planted he simply turns the board and plants along the other side; in a similar manner the other rows are finished. The children have little difficulty in telling the plants from the weeds, (most weeds are prickly to the touch, have smaller leaves and more slender stem) and they are able to keep their gardens cultivated with very little assistance.

Athletics Football is the most popular game and most successful that is played by blind boys. Two concessions only need to be made them when they are playing with boys with sight. One is that the ball must be put in play on the word "pass," thus enabling them to start at the right moment. The second concession is that goal kicking is abolished. One game in which five touchdowns were made by blind boys, one after a forty yard run shows pretty clearly that these boys can make the game very interesting.

Basketball may also be adapted for the blind by substituting padded barrels for baskets and having small sleigh bells sewed on the outside of the ball which is passed on the ground from one player to another. This will interest younger boys but is too far from being real basket ball to satisfy the older ones.

A game resembling baseball is sometimes played by the blind. The diamond is about one third the regular size. The pitcher must be a boy with partial vision who is required to throw the ball underhand and to keep the same rate of speed at all times and to pitch it when a signal is given him by the umpire. The batter strikes at every ball pitched and learns not only to hit the balls with an ordinary bat but to hit them on the ground for blind fielders would be helpless with the ball in the air

Field sports in which blind boys can compete on an equal

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footing with the seeing boys without concessions being made to them are of course more interesting and valuable. Competitive athletic sport is almost imperative in schools for the blind for it helps the pupils to forget the handicap under which they labor and it arouses their ambition and encourages self-reliance. Realizing the value of such activity, those interested in the blind organized the National Athletic Association of Schools for the Blind. At the meets of this association the following championship events are included: twelve-pound shot put, standing broad jump, standing high jump, three standing jumps, running broad jump, fifty-yard dash, seventy-five yard dash, football throw, fifty-yard three legged race, and fifty yard sack race. For most of these events the ordinary apparatus used by seeing persons is all that is necessary excepting in the case of running races. One institution has worked out a very successful arrangement to enable totally blind boys to run a foot race and it is the only piece of apparatus that is provided specifically for the blind at these meets. "A three-strand twisted wire cable, as light as is consistent with strength, is stretched breast high between well guyed end posts. The little sagging toward the middle is of no consequence. The runner holds in one hand a wooden handle attached by a short flexible chain to a ring on the wire. As he runs the ring slips along and both the feel and the sound it gives enable him to hold his course. In order to afford a proper stop at the finish line, a fringe made of hammock twine was stretched across the track at this place to strike the runner in the face much as the low-bridge indicator does the man standing on the top of a moving freight train."

National organizations for boys and girls such as the Boy Scouts of America and the Camp Fire Girls receive blind children into their membership. Blind boys may become members of any scout troop and it has been found necessary to make practically no concessions to them in the tests. The Camp Fire Girls organization has found it more satisfactory not to have blind girls and girls who can see in the same group. At present there are groups of Camp Fire Girls in many homes and schools for blind children throughout the country. There are groups at Overbrook, Pennsylvania, Kansas City, Kansas, Perkins Institute in Boston, Massachusetts, and in the Light House, New York City. In Kansas City the Camp Fire group had made Manuals in raised letters so that each girl has her own book and is able to know all the regulations and rules by reading them for herself.

HOW IT WORKED OUT

Entertainments, Parties

An effort should be made to have blind persons go out as much as possible. Lectures, concerts, theatres, church and other public gatherings and entertainments, at which there is something interesting to hear and people to meet, will be interesting diversions. Blind children either in schools or in their homes should have opportunities to entertain their friends and to learn to be model hosts and hostesses. Some schools make a point of having a party once a month. Different groups take turns entertaining the rest of the school and sometimes the whole school will entertain friends from outside. Musical or dramatic programs may be given, dances or card parties. Special holidays, such as Christmas, Fourth of July and Hallowe'en may always be celebrated by some sort of feature party. A masquerade Hallowe'en party was given at one blind school and the fact that the masqueraders could not see the grotesque costumes did not seem to detract a bit from the enjoyment. Where there are a few children with partial vision, May Pole dances and figure marching are very successful.

How It Worked Out

Class Distinctions Forgotten on a City Playground

KATHLEEN CROWLEY

"Hey, Frank! Watch that gang. If they start anything, clean them up!"

The time was sunset; the scene a rocky corner of 122nd Street and Broadway, New York City. A lively game of baseball took up the only level stretch of ground; *Follow the Leader's* fortunes were being imitated with varying degrees of success over the least bumpy places while a crowd of wide-eyed, and in a few cases, open-mouthed youngsters grouped about a storyteller were perched on a rock while *Little One-Eye*, *Two-Eyes*, *Three-Eyes* passed before them in swift review. On the street was another and different group—a gang. They had come over from the East Side to find out what the new playground presided over by a woman could be like. They were looking for trouble—fun they called it—but Babe saw them first and knowing his tribe passed the word along to Frank. "If they start anything clean them up,"—and this brings me to my story.

HOW IT WORKED OUT

It all started because the Horace Mann Parents' Association realized the problem of finding a place where their children might learn to play. Wise City Fathers had given the East Side children many splendid playgrounds but the poor little rich boys and girls of the upper West Side had nowhere to play save a corner of Riverside Park or Morningside. So the Parents' Association rented a big empty lot at the corner of Broadway and 122nd Street and dedicated it to the Goddess of Play. In the beginning, opinion was divided as to the wisdom of keeping it a strictly Horace Mann affair or erecting a sign calling attention to the fact that all children are welcome. It was finally decided that every little West Sider was to be admitted and that the experiment of allowing Outsiders to play with "Horace Manners" be watched with great care. The wisdom of this decision was proved to every one's satisfaction. Horace Mann paid the expenses but "Outsiders" carried the self-imposed task of keeping order in every way possible. Babe and Frank were by no means the only personally elected guardians. Even Thomas, the one absolutely constant objector to everything in general, could be depended upon to see that no fires were kindled. If flames did burst forth Thomas promptly ejected the offender. His methods were not always strictly educational nor over-gentle, but they were efficient. No accidents from fire occurred throughout the year.

The play director who was chosen for this interesting experiment had grown up with seven boy cousins and had no cut and dried rules and regulations for everyone to think up ways of rending asunder. The New York *Sun* describes her as a girl with "sunny hair that laughs at you, blue eyes that twinkle at you, and a little spring in her step that the liveliest ten-year old on the playground could not rival." Whenever she appeared children came from all sides as if by magic—when she left they faded away. The first day on the playground the boys looked at her rather doubtfully wondering how a girl could know about what fellows liked but after she had refereed a baseball game and a soccer game in quick succession and then sat down and beat them at mumblepeg, her throne was secure. If "She" said it was right no questions were asked.

Play became the one serious business to everyone. It was no uncommon sight to see some busy housewife dart out of her front door and call, "Teddy, where are my groceries?" The family provisions were in a box under a big boulder and Teddy was

HOW IT WORKED OUT

rounding second in a vain attempt to stretch his last hit into a home run. Recalled to duty Teddy announced that he had to leave. An instant howl arose because the presence of this embryo Babe Ruth was an absolute necessity if his side was to win. Either the groceries must be delivered at once and Teddy made available for another inning or his services be dispensed with entirely. It took his captain but a second to decide. "Come on, I'll help you!" and Richard, whose father is a power in Wall street, forgot social distinctions and proceeded to be a delivery boy's assistant and laughed while he did so. The boxes were emptied in record time; the game proceeded as before and the final score in Richard's favor was 10-2.

The fact that there are fathers in the world who do not believe in play and have been known to burn baseball gloves and throw bats away over the backyard fence because they think all a boy should do is work, was brought home to a group of children one evening. Although the ogre which appeared did relent somewhat in the end Gobin voiced the wonder of the crowd when he exclaimed, "Gee, Solly's father hates to see him play!" Just before closing time a hotly contested game of Dodge Ball made the walls of the surrounding buildings re-echo with shouts of laughter. A figure appeared upon the playground with a woman's coat carefully folded on one arm and a harsh voice called, "Solly!" A big boy ran from the game and approached his father. The ensuing dialogue was carried on almost entirely in Yiddish but it was easy to follow the conversation from facial expression. The father was berating his son for neglecting to return in time to deliver the coat to its owner. Solly tried to explain that in the excitement of the game he had forgotten. The coat was handed over but the boy stood there and with tears in his eyes pleaded for just one minute to finish the game. After a moment's consideration came the grudging permission, "I wait one minute." Solly returned to the game and as one player after another was bounced out, gradually the old man's expression softened and a smile replaced the scowl on his face. The game being finished a willing victim hurried over, one hand stretched out for the coat. The father looked down on his arm, then at the boy and last at the crowd waiting for another inning. He shook his head. "You stay. I take the coat myself."

One of the hardest problems to make right concerned the smaller children. They did not know how to play. The only ex-

HOW IT WORKED OUT

pressions heard during the first few weeks here — "I don't want to be 'It'". "I don't want to play that game." "She can't play, she's too little." "You can't tell any story that I don't know." "He can't play with us 'cause he doesn't go to our school." If anybody fell down he began to cry and ran home. Among the older children wrangling seemed to be the order of the day. This would have been overcome in time but was brought about much sooner when the field actually became a Parents' Association Playground. The fathers came out to play, rather shame-faced at first, but how they enjoyed it! What a surprise it was for the outsiders when they learned that the rather dignified person who drove up in a limousine, wore tortoise-shelled glasses and carried a cane, could make the longest hit in the game, steal more bases than they could count and teach them a few tricks in sliding under and around the catcher's legs. Most of all the attitude of these fathers was a silent lesson in sportmanship that was taken to heart by the toughest youngster on the lot. One day the umpire made a rather glaring error but no one called her attention to it. As the players were changing sides she heard Harry remark to Buster, "Those big guys knew she was wrong all the time and never said a word. That's playing."

Gradually the months passed by until the final meeting of the Parents' Association was held. Here the report of how the experiment had worked out was given and at the close of the conference a new and larger Playground Committee was formed with the object in view of leasing the grounds for a term of years for the benefit of all the children on Morningside Heights and vicinity. The most pleasing part of the report told of white-faced children made rosy-cheeked, of timid ones helped to rely upon themselves, of quarrelsome dispositions made more thoughtful and the removal of the artificial barrier of Class Distinction. The selfish attitude of the younger children had become, "Tell another, please." "She doesn't come to our school but may she come and listen to the story?" They'll play any game suggested and when they can choose *Caterpillar* is the favorite. *Caterpillar* had an effect on clothing which was sad enough but the scratched legs and bumped noses were now only a joyous part of the game. The playing of the older boys and girls had developed wonderfully. The play spirit was more in evidence and wrangling had almost ceased. There is no division between "Horace Mann" and "Outsider." When it came to choosing partners for a game "Horace

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Mann" called for "Outsiders" because they knew they were more skillful and if "Outsiders" had first choice they would call for "Horace Manners" through courtesy. Outsiders" have learned that "Horace Manners" are not all sissies and "Horace Manners" know that "Outsiders" are not all toughs. Best of all the chivalry of the boys as it expressed itself in their attitude towards the director, the girls and little children made all who had worked for the successful carrying out of the experiment happier than words can express.

Recreation in Paterson, New Jersey

Municipal recreation in Paterson, New Jersey, has made splendid progress during the past year. Some of the significant phases of development which may be suggestive to other cities are enumerated here.

Industrial Athletic Association

Since Paterson is an industrial city with a large number of silk plants employing thousands of people, a very definite responsibility lies in providing for the leisure time of the employees. To meet this need the Board of Recreation, with its Superintendent, Dr. L. Raymond Burnett, has fostered the formation of a city association known as the Paterson Industrial Athletic Association, whose purpose is to promote mass athletics, athletic games, carnivals, socials and general recreation in the mills.

In order to create interest in such a league, the cooperation of the Young Men's Christian Association was secured and the use of their facilities obtained for weekly contests. Noon-hour talks were given in the various mills and factories of the city outlining the plan which provided for dual contests in the Young Men's Christian Association's gymnasium every Saturday evening. Representatives from the mills met with the Superintendent of Recreation, plans were made and a schedule drawn up. The Board of Recreation provided the directors for these contests who took all responsibility for keeping order in the building. The contests included the ordinary features of the indoor athletic meets and were very well attended. Good athletic material was developed, and the friendly rivalry aroused between the teams led naturally to a large indoor athletic carnival held in the armory. Great effort was made to make this a long-remembered event. Much publicity

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was given through the newspapers, hand bills and in personal interviews with the owners and supervisors of the mills and with the employees. About \$500 was spent for the building, the music, and the prizes.

In order to maintain interest in these meets and to make them annual events, the provision was made that the prizes, which are handsome cups, shall belong to the Board of Recreation until one team has won a cup three times. The carnival was a huge success both in the athletic records made and in the enthusiasm of the crowds attending and the direct result was the formation of the Industrial Athletic Association. A constitution has been drawn up and standard rules for conducting meets and combination games agreed upon. Individual athletic associations, as they are elected to membership in the general Association pay \$5.00 dues.

Baseball is naturally the most largely featured event conducted by the Association and every night after the closing of the mills practice games are played until dark in all parts of the city. Every Saturday afternoon match games are held on all the available diamonds of the city. The Board of Recreation arranges for a field upon the application of the teams.

There are at present twenty-six baseball teams in the Industrial League which is composed of three minor leagues.

- (1) Eight teams in the silk-dyeing league
- (2) Eight teams in the silk-manufacturing league
- (3) Ten teams in the general manufacturing league

No admission is charged for any of these games, but the hat is passed and frequently a sum varying from \$50 to \$90 is collected. The Association also sells buttons for fifty cents apiece which admit the wearer to all of the games and also to other athletic events where admission is charged. Three thousand of these buttons have already been sold and it is expected that at least one thousand more will be sold, thereby assuring the Association of at least \$2,000.

In addition to the Industrial League there is another adult baseball league known as the Medley League which is composed of six teams made up of postal clerks, bank clerks, trolley men, firemen, newspaper men, city and county officials.

Public School Athletic League Dr. Burnett, in addition to his duties as superintendent of recreation under the Board of Recreation, is supervisor of physical education and of school hygiene under the Board of Education. This combin-

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ation of responsibilities enables him to work more freely with the school children and to strengthen the cooperation between the two departments.

The organization of the Paterson Public School Athletic League by the Board of Recreation is one of the noteworthy accomplishments of the year. Very little had ever been done in the elementary schools in athletics. Many schools have no suitable indoor space for games or athletics and some schools have no outdoor playgrounds sufficiently large to answer its needs. The Board of Recreation is making every effort to secure space for such activities in the vicinity of schools and a great deal of pressure is being brought to bear by the children themselves, now that the League has shown them the possibilities for fun and fame in interschool athletic meets. Indoor and outdoor athletic dual contests and larger meets have already taken place and a very successful baseball season has just been brought to a close with the formal presentation of cups by the Board of Recreation to the winning teams.

There are thirty-eight baseball teams in the Public School Athletic League which is divided geographically into six minor leagues. In order to secure umpires for these games, medals are offered to the high school boys for umpiring five games or more. The boys come to the recreation headquarters every day and are assigned to the various schools—two to a game, if possible. This plan has been very successful as the boys seem to prefer the medals to money and it is very much more economical for during the season there are sometimes as many as eleven games a day.

The Annual Championship Games held on June 11th, featured the following events both for boys and girls:

Fifty yard dashes

Five hundred yard shuttle races

Relay races

Dodge and Volley ball

American Day American Day held on May 1st, was celebrated by three distinct athletic programs conducted by the Board of Recreation. The events for the grammar school group included a fifty yard dash for boys selected by the principal or physical director; a fifty yard dash for girls; a relay race for boys with four contestants from each school—eighth grade or under; and a five hundred yard shuttle relay race for which each school selected five boys and five girls, a boy and a girl from the second, third, fourth, fifth and sixth grades.

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For the High School pupils there were one hundred yard dashes for boys and fifty yard dashes for girls; running high jump for boys, basket ball throws for girls and team relay races for boys and girls.

The third class of events was arranged for the industrial group. It included one hundred yard dashes, running high jump, 352 yard run, tug of war, team relay races for organizations and a half mile race.

For all the events prizes were awarded—gold, silver, and bronze medals for individuals—cups for schools and organizations.

Playgrounds

There are eleven summer playgrounds in Paterson, equipped with apparatus and in operation, each under the supervision of a man and a woman director. Three new playgrounds have just been opened, one of which is in a congested Italian district. The ground—about eight city lots—which has been loaned by the owners for this purpose—adjoins the property of the Catholic Church in that district. The cooperation of the priest was sought in getting volunteers to tear down the old buildings and clear away the refuse which was cluttering up the grounds. At first he was rather doubtful, suggesting that it was difficult to get men to work after hours and that there might be some trouble with the unions. These difficulties, however, were overcome and as a result of his appeal and call for volunteers thirty men have come out and the playground will soon be in shape.

There is a small building on the grounds which is used by a boys' band for meetings and practice and which will remain as it is. There is a possibility that these boys may become interested in the playground and act as assistants, as was the case on one of the other playgrounds where a club house was opened. A group of young men in that vicinity who had an athletic club of several years' standing, agreed to act as assistants to the caretaker in the maintenance of order and in protecting the groups in return for the free use of the building as a club house. This method of securing the cooperation of gangs will be extended to other congested districts of the city.

In order to provide for after school recreation permission was secured to use the school yards between 3:45 and 6:15 each afternoon. A director was placed in each yard and it was agreed that the building was not to be used except at certain five minute per-

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iods when a basement door was opened under the supervision of the director.

Recreation for Nurses

Upon petition of one thousand children in the district of a public school which has no playground, space has been secured that has great possibilities for making a very attractive playground. It is a corner lot containing several beautiful trees and one of the best tennis courts in the city. This site is near a hospital, and it has already been arranged for the nurses to use the tennis court. A group of at least sixteen nurses has been formed into a tennis club. The Board of Recreation has supplied the rackets at cost. There is great enthusiasm over this club; some of the members are being introduced for the first time to the game, and a team has been formed among the women on the Hospital Board of Directors to challenge the nurses.

Organization of Chess Club

The Board of Recreation, in order to spread the knowledge of chess throughout the city, secured the cooperation of the Paterson Chess Club. Members of this Club, expert chess players, offered their services as teachers certain evenings of the week at the recreation centers. Anyone in the city interested in the game could enter a chess class. A series of these evening meetings was held at five different school buildings and short talks and demonstration of play in chess were given. As a result of this several chess clubs were formed, one particularly active one being promoted among the high school boys. The Board of Recreation secured chess boards which were supplied to clubs on request.

Training Classes

In trying to carry out the compulsory physical education law it was discovered that few teachers were able to conduct athletic exercises or even to lead the simplest athletic games. To overcome this difficulty and to make playground games popular for all children a course of lessons was arranged by the Board of Recreation for grade teachers—the teachers from each grade being given instruction and practical demonstration of games which would suit their particular grade.

Another training class for group leaders was also conducted in the city by the Young Women's Christian Association, the idea of which might be applied to any group of volunteer leaders. Lectures and practical instructions on conducting recreation activi-

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ties were given and special speakers and play leaders conducted some of the meetings.

Rotary Club Back of the Movement

The Board of Recreation is working on a plan through which the Paterson Rotary Club shall promote boys' interests by establishing vacant lot associations for the purpose of giving proper outlet to the surplus energy of boy gangs. It is proposed that the club secure permission from owners of vacant lots at least 50 feet by 100 feet to use these grounds temporarily as playgrounds, installing a twenty-five dollar game outfit in a locker which shall be available at the nearest house. Such games as playground ball, volley ball and basket ball will be supplied to be loaned out for temporary use to responsible men volunteering to take charge of the apparatus between 5:30 and dusk. Through such a plan the boys in the city will not only have wholesome recreation but will be brought into association with the older men of the community in a very helpful way.

Securing the Vacant Lots

It is a policy of the Paterson Board of Recreation not to buy land for playgrounds if there is any possibility of renting it or securing free use of it. The following request has secured for the Board of Recreation the use of a number of vacant lots:

The BOARD OF RECREATION hereby requests permission to use the property at as a public playground until such time as the owner shall require the property for other use.

If the request be granted the Board of Recreation agrees: 1, To employ a Director to supervise the activities at certain hours. 2, To employ a caretaker to keep the grounds in order. 3, To assume responsibility for any damage to adjoining property. 4, To keep side walks cleared of ice and snow (if requested).

Permission is hereby granted under the above agreement.

Owner

Board of Recreation

Publicity

The Paterson recreation system has been greatly aided by the publicity which is given it. The newspapers of the city are very willing to publish any material which is given them on recreation and the Board takes advantage of this attitude by sending daily material to the newspapers. The schedules and results of the games can always be found on the sporting page. In addition to this there

THE SACRAMENTO TWILIGHT BASEBALL LEAGUE

is a column headed "City Recreation" in which plans, innovations in the recreation system, rules for games, meetings, conventions, news of social centers and cooperation with other organizations appear. Hand bills and circulars are also used to advertise any big city event.

The Board of Recreation is at present getting out a hand book in which will appear the names of the commissioners, the officers, a list of locations of all playgrounds and recreation centers, history of the Board since its beginning in 1914 and the policies followed.

Plans for Future Work

Plans have been made for a summer program which includes volley ball for girls especially, in the park; field ball for industrial and playground groups; a water carnival, and the equipping of a bathing beach.

There has been some discussion of providing recreation for the inmates of the city jail. The Sheriff has applied to the Board of Recreation for its assistance and plans are under way to carry out this request.

The Sacramento Twilight Baseball League

GEORGE SIM, Superintendent of Playgrounds, Sacramento, California, supplies the following 1920 rules of the Twilight Baseball League:

1. The teams have been divided into five leagues, as follows: *International, Central, California State, Southern, Northern.*
2. The International and Central League will play on Wednesday nights, beginning May 19th.
3. The California State, Southern, and Northern Leagues will play on Thursday nights, beginning May 20th.

EXTRACTS FROM RULES GOVERNING TWILIGHT LEAGUES

1. Games shall be seven innings.
2. Play shall begin at 6:00 p. m. on day scheduled.
3. Each team will be required to furnish a ball which is satisfactory to the umpire.
4. Each team captain shall agree on an umpire the day before the game is to be played.

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5. Managers who expect to use Winter League Players will be required to bring the matter to the attention of the Executive Committee.
 6. *New Rule*—In order to prevent captains or managers from unduly strengthening their teams, all new entrants will be passed upon by the *executive committee* and their decision shall be final.
 7. Only those residing in Sacramento or who are employed in the city are eligible to play in the Twilight League.
 8. Players desiring release to play on another team must first secure written consent from the managers of the team, and present same to the *executive committee*, and must be out of play one game before playing with team of his new choice.
 9. No players shall be released from any team, nor shall new players be registered within three weeks before the close of the season.
 10. If a protest is made, same must be in writing and must be in Playground Office, 307 City Hall, within 24 hours following the game.
 11. Each team will be allowed to enter 18 players and upon release others will be permitted to enter.
 12. Rulings of the *executive committee* shall be final.
 13. Entries will close at Playground Office May 13th.
 14. A guarantee fee of \$5.00 must accompany each entry. Fee to be returned except for non-appearance at two successive games.
 15. A fine of \$1.00 will be imposed on a team for non-appearance; same to be deducted from the guarantee fee.
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Recreation in the East-end of London

The People's Palace stands in the very heart of the East-end of London. Within this section of the city are numerous and varying trades. The Palace was originally the only institution at which the residents of the district could add to their business knowledge along the lines of science and technology. As these subjects were gradually taken over by other institutions a new committee was formed to develop recreative activities. The latter had been specified in the private legacy that had partly established the institution and helped

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to build the People's Palace. When Queen's Hall was founded the object of the legacy was publicly summarized as follows: "to create an institution in which, whether in science, art, or literature, any student may be able to follow up his education. The trustees also desired to provide for those who wished simply for social enjoyment, and to this end proposed to establish the Winter Garden, Concert Hall, Recreation Grounds, gymnasium and swimming baths for both sexes, and rooms for indoor games."

The activities carried on in Queen's Hall of the People's Palace are probably more varied than in any other hall in London. First are the regular entertainments of the institution held four times a week. The other social events include humorous entertainments, concerts, oratorios, and the most recent motion pictures. The Sunday afternoon chamber concerts are well attended. All seats are free. The Handel Society gives an annual concert in the Hall, the Bach choir sings on various occasions and the People's Palace Choral and Orchestra societies also give three or four concerts each season. The hall is loaned to numerous societies for concerts, and entertainments for poor children and the blind are also given there. Baby shows, dog shows, and poultry shows have been held.

The People's Palace Music Festival, founded with the object of encouraging the study of good music, the choral and orchestral societies whose members are drawn from the immediate neighborhood, and the Mandoline Band which is one of the largest in London—all meet in Queen's Hall regularly. Two or three flower shows are held each year by the East London Horticultural Society, the children's section being made a special feature. Plants are given out to the children of the neighborhood some weeks before the date of the summer show. These are tended in their homes and prizes are awarded in accordance with the condition in which they are brought back for exhibition at the show.

The Recreation Hall of the People's Palace is for family recreation. The holder of a membership ticket may be accompanied by his wife and two children free of charge. Women may join as members. Billiard and bagatelle tables, cards, chess, and writing tables are provided and a large number of books are available. The orchestra plays daily from seven to ten o'clock. Tea, coffee and cigarettes are supplied at low charges. The Evening Play Center is open each evening from five to seven, on Saturdays in the morning. The children enjoy drill, dancing, singing, games, sewing, basket

THE MELTING POT OF CHINA

work. The boys are taken to Victoria Park for cricket and football on Saturday mornings.

Swimming facilities are open at the Palace from Easter to September. During the daytime the pool is used almost continuously by the children of the London County Council's elementary schools, certain hours being fixed for each school. Attendance at the baths is kept by the school authorities and the charges paid by the council. In the evening the pool is open to adults. During the winter the base of the swimming pool is covered with board flooring and used for part of the play center activities. The opportunity of physical recreation in the way of swimming and the comfort offered through the washing baths during the summer are not the least of what the People's Palace means to the people of the East-end of London.

Although the attendance at all the activities was naturally small during the war period the Recreation Hall and reading rooms are now full to overflowing and the industrial meetings in the Queen's Hall draw enthusiastic audiences. Indeed the war seems to have made the people turn the more readily to a place where everybody is one in the quest for recreation and better living.

The Melting Pot of China

Mr. Thomas Van Ness, who has traveled widely through the Orient, in an article entitled *The Melting-Pot of China*, which appeared in the March 11th issue of *The Christian Register*, makes the following significant statement:

"A playground is a good mixer. The evidence of that fact is before me. On this pleasant January afternoon, I was standing at a front window of a house in Quisan Road, Shanghai. Below, on the opposite side, is a small garden, or park, reserved for the dwellers in this vicinity. Close up to the boundary fence in this park, scarcely a stone's throw away, I notice three Japanese boys, their military caps, checked aprons, and wooden clogs stamping unmistakably their nationality. They have ceased playing marbles and are listening to a taller youth, a Hindoo, explaining the point in dispute. A couple of English boys with red derby caps a size too small, and short trousers exposing their knees, are also listening. Two Jewish children draw up closer, so, too, do some Chinese. There is a bright-

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faced little fellow, whom from his dark color and the straw hat he wears I take to be a French Annamite, hopping and skipping about, first on one foot, then on the other, paying no attention whatever to the point in controversy. Farther over in the park are other children somewhat younger, with their Chinese nurses. They are playing ball or running after each other in games of tag. Now the dispute between the boys is amicably settled. Marbles are put in the center of the ring, and one of the Chinese makes a long and an accurate hit. Listen with me to the shouting. Did you ever hear more confused sounds? What are they talking about? In what language? I strain my ears to catch familiar sounds, but hear none except, "No," "No," uttered in quick staccato, whether by the English or the Hindoo I am unable to say. Evidently these boys are not from the same social grade.

"That does not matter. They are having a good time. They represent—or their parents do—alien races and faiths. Neither does that matter. Common play, common interests, make them all one. The best fellow wins irrespective of the country from which he came or the particular kind of clothes he wears. It is all very interesting to watch how these boys do assimilate, how good-natured and happy they are. Why should they allow the prejudices and animosities of a past generation to color their lives, to influence their deeds? Yes, why? I cannot believe, when these boys grow up, that they will become enemies of one another. Acquaintanceship in early years makes for good feeling, for friendship. I rather like to think of Shanghai itself—the whole city, not just this little garden—as a great melting-pot, an assimilative center where East meets West in a new understanding of race peculiarities and excellences, where sharp differences are toned down and lose their divisive tendency.

"China, at this present time, needs many playgrounds, numerous Shanghais, to melt away stubborn peculiarities, age-long hatreds * * *

Play in Hawaii

From the time of its inception, ten years ago, the supervised playground movement in Hawaii has thriven and the efforts

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of various agencies continue to be directed toward the development of a broader recreational program.

Last year the Free Kindergarten and Children's Aid Association employed for the first time a trained playground worker from California who, in addition to supervising the general work of the five centers, conducted classes for training play leaders. The average daily attendance at these playgrounds is about seven hundred, and the activities are most varied.

Because of the kindly climate the boys and girls of Hawaii may play out-of-doors the year round. There have been ball games in and out of season, track meets, pageants, festivals, picnics and parties, as well as all forms of free play. The athletic badge tests have been carried out at all playgrounds and are particularly popular with the boys. Recently a director was put in charge of older boys' play and a recreation leader appointed for the public schools. At three of the centers libraries are well patronized.

During the holiday season Santa Claus visited the five centers, which were gay with Christmas trees, gifts, games and dances. At the Beretania playground a new troop of Girl Scouts gave a play written by the supervisor, after which a new flag was unfurled for the first time. This was more than half paid for by nickels the children brought, and they proudly speak of "our flag." There have been many excursions to beautiful Waikiki and the mountains, as well as kite contests, airship contests and team games. Trips to the beach have resulted in many of the children learning to swim, some giving fair promise of future championship. During the season when the red fish were running some of the older children were taken fishing in the evening. To quote from the report:

"Tis an ill wind that blows no good. The little red fish may be an ill omen to royalty, but to the children of Atkinson Park they mean 'good eats.' The director, her assistant, and some of the older children went fishing at night and caught over a thousand fish. The following day the children cooked sweet potatoes and broiled the fish over hot coals. Over a hundred and sixty children sat down to a 'fish luau.' There were two 'fish luaus' during August. There were other good times and good eats for these children of Kakaako who need, most of all, nourishing food and exercise in the fresh air and sunshine. Of the last two they had plenty this summer and returned to

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school in the fall showing a marked improvement."

Appreciation of the value of organized play is developing throughout Hawaii, as a partial survey shows. Four of the private schools of Honolulu employ play leaders and physical directors, while others have teachers who devote part of their time to organized play. Kawaiahao Seminary requires two hours five days a week for recreational activities. Kamehameh Girls' School requires one hour of play a week from the seventh, eighth, and ninth grades, and one and a half hours from the fifth and sixth grades, all under trained leadership.

Palama Settlement has six girls' clubs with an enrollment of three hundred and fifty, and boys' clubs enrolling over five hundred. The activities of the clubs cover gymnasium work, aesthetic and folk dancing, swimming, and games of many kinds. The Palama Settlement Playground has an average daily attendance of ninety.

In the following excerpts from the minutes of the annual meeting of the Free Kindergarten and Children's Aid Association are found encouraging indications of future development:

"Rev. Albert W. Palmer outlined the development of the admirable municipal playgrounds system of Oakland, which operates aquatic, park, and schoolground playgrounds. He emphasized the importance of trained supervision, and suggested that future progress in Honolulu should be along the lines of larger city appropriations both for larger lots and fuller supervision, enlarging the scope to include the athletic activities of older boys, and the development of swimming. He spoke of the desirability of having a recreational survey of the city looking towards the development of a true municipal playground system, which he felt should be the logical outgrowth of the work so well started by this Association.

"Mrs. Richards felt that backing should be given the Legislative Committee of the Central Committee on Child Welfare in a request to the Legislature to establish a play department in connection with the public schools.

"Mr. Hopkins, representing War Camp Community Service, spoke of the need of recreation centers for men, since the welfare of the community must include the welfare of the men stationed at the forts adjoining the city, and applauded Mr. Palmer's suggestion as to enlarging the scope of playground work."

A Program of Progressive Playground Activities

ANDREW R. MATHIESON

On making a tour of the playgrounds of different localities we find usually a variety of programs. Playgrounds like people are individual and as few people can follow the same courses successfully so very few grounds can follow out the same program with the same success. Different playground directors have very different ideas as to the desirability of having definite time schedules for play, but nevertheless all agree that there are a few programs which are necessary. It has been said that we should always have a program on the playground but we should never use it; or to modify that, we should have a program but we should never be bound to it.

The playground that has no program achieves little. It becomes a mere loafing place for children. The playground director must have a clear idea of what he wishes to accomplish. For many of the activities a definite time need not be set but the director must realize the things which are to be done and must fit them into the day as opportunity presents itself. Thus a time schedule is not strictly necessary but a program of things to be done is absolutely essential.

The first and most important program is the general program. This corresponds to the course of study at school. It formulates the things in which the playgrounds are to give training leading to the playfest and the athletic carnival at the end of the season. Making out this program is one of the most important tasks of the playground director.

The second type of program, which might be called the exhibition program, gives scope to the originality of the director, provides something to which the children will look forward as the culmination of the week's program, and which will bring the parents and older friends of the children to the grounds. Many activities and novel contests may be introduced. There may be a baby show, to which brother or sister brings the baby of the family to be judged the most pleasant, the prettiest, the noisiest, the fattest or the thinnest. Children love parades and love to dress up, and many original ideas may be introduced such as a procession in which the children dress up as fathers and mothers and bring their carts and wagons

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decorated for the occasion. There may be a pet contest or an exhibition of home-made carts, pushers, kites, bird houses, or other toys which the children make themselves. Fun-days prove to be a very popular time when the children have obstacle races and similar events.

There is an infinite variety of such programs that may be developed many of which will be the best kind of entertainment for the parents as well as the children and serve to secure the parents' cooperation in making the playground a success. These programs are largely decided by the environment of the playground and the character of its patrons. An understanding of these two elements is vital to the success of every director.

The third program is the program for the rainy day or days of intense heat. Every live director will have a variety of these programs to fall back upon or sudden showers or sudden heat will find him helpless. Dominoes, checkers, constructive work and story-telling help to give the children good and instructive entertainment on these days.

The fourth program is the team program giving the teams certain periods when they can be on the grounds and receive coaching from the director. The success and reputation of the playground depends much upon the success of its teams. Nothing in the playground work deserves more time and attention than the development of the cooperative spirit through team work in games. Basketball, volley ball and indoor baseball are three vigorous, highly organized games which seem adapted to playground use nearly everywhere and they also have the advantage of being played the year round.

The last program is a very important one. This is the plan of the day's work which the director should make out from day to day. It should contain the small part of the season's work which must be covered daily. No daily program can be worked out to suit every playground. The director of each ground must study his locality and adapt himself to it and work out the program that he thinks best for his individual playground. There are a few activities however which should have a place on the daily program of every organized playground.

Athletics

It is no part of the work of the playground to produce record breakers—rather should it seek to train all to a moderate accomplishment. This

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training is brought out best by efficiency tests. An efficiency test for about a month may consist of ten events including dashes, standing and running high jump, broad and high jump, pull up, basket ball throw, potato races and rope climb. Where a swimming pool is near at hand aquatic events should be added. This test with the Athletic Badge Tests for boys and girls makes a good program of athletics for the season and leads to the field meet at the end of the season.

Dancing

Folk dancing is probably the most popular of all activities for girls. Most of these dances are vigorous and the rhythm tends to create a common spirit. Often they are performed in the costumes of the people among whom they originated and add color to the playground. Social dancing should also be taught to keep up the social spirit of the locality. One evening of the week should be set off for this activity and parents invited to attend. This class should always put on one or more dances at the playfest at the end of the season.

Hiking

One day a week should be set aside for the playground boys and girls for hiking. Besides getting the country air and the exercise afforded by walking the children should be taught about nature, birds, animals and the outdoors. A Camera Club may be stimulated through these hikes with an exhibition of pictures every month.

These are a few of the programs of activities which may be worked out by the director of a playground but in his ability in applying this program, the director shows his true worth. The director who has learned to lead the work of his playground without destroying the child's free choice and who has organized the various activities under the leadership of the children has laid the foundation for attaining the highest results in playground methods and management and has done much toward developing initiative that will make for efficient citizenship.

Play Resources of Teachers

In a careful study of games used by teachers in school, W. H. Mustaine, of the New York State Department of Education secured answers from one hundred forty-five teachers, of whom one hundred thirty-four gave data in usable form. Of these

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thirty-five taught in city or village schools, and ninety-nine in rural schools.

It was found that the average resource of the 134 teachers was 11.8 games. A similar study in another county last year showed an average of 10.6 games per teachers. The rural teachers, it is interesting to see, appear to have slightly greater resources than the city and village group; also that a rural teacher leads in the mention of the greatest indoor and outdoor activities. It is not so favorable, however, to note that eleven teachers conduct no outdoor games and that five of these were rural teachers. It was further shown as the result of the study that the average teacher uses far more indoor than outdoor games. The most popular games seem to be:

<i>Name</i>	<i>Times mentioned</i>	<i>Where described Bancroft's book</i>
Three Deep	80	page 196
Automobile Race	71	48
Last Man Out	63	126
Relay Race (using objects)	58	192
Seat Tag	56	172
Squirrel and Nut	51	184
Object Passing Relay	39	312
Cat and Rat	39	60
Drop the Handkerchief	36	80
Squirrel in the Tree	31	185
Pom Pom Pullaway	31	149
Changing Seats	30	63
Come Along	28	137
Bean Bag Toss	27	305
Japanese Tag	26	116
Tag (general running)	23	191
Hide the Object	23	104

In a study of the relationship between the number of games requiring some sort of play material and the total number of games mentioned, everything used in playing the game is considered as apparatus. A list of apparatus is as follows:

Books	Any small soft ball
Blocks or stones	Trees
Blackboard and chalk	Indian Clubs

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Waste basket and bean bag	Stick or short pole
Small boxes	Foot ball
Hand ball	Flag or broomstick
Rope (for jumping)	Stuffed club or knotted handkerchief
Tennis ball or gas ball	Paper cones or books
Volley ball	Indoor base ball
Any small object such as nut, button, eraser, glove, etc.	Quoits
Bean bags	Trapeze
School desks and seats	Basket ball
Base ball	

Seventy-one (71) of the 254 different activities required some sort of apparatus or play material. Apparatus was required for 700 of the 1583 total activities mentioned, thus 28% of the different activities require apparatus and constitute 44% of the total number. Games requiring no sort of apparatus were mentioned an average of five (5) times each; games requiring even a small piece of apparatus were mentioned ten (10) times each. Many games in their very nature do not require apparatus and some of these were most popular. If such games were excluded from consideration the relationship between the use of play apparatus and the popularity of games would appear even more marked.

Furthermore, one notes that much of the apparatus listed above is not well suited to play purposes and was originally provided and designed for purposes other than play. It was used evidently only because nothing better was available. The effort to make play-use of what was designed for other purposes has resulted in a large number of make-shift activities that do not meet the needs of play and of children. This perhaps partly accounts for the wide variety of different activities and represents a yearning for physical expression that grasps at whatever suggestions are available and makes numerous and varied improvisations for want of something better. The natural thirst and need for play material crops out in the figures of this study and suggests the importance of suitable objects with which to play. The child himself is quite well adapted subjectively to play but he cannot take the place of a ball and bat or a swing or a jump pit.

It is therefore not surprising that among the seventeen (17) most popular activities the non-apparatus and the apparatus

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games are on a more even basis. *Three Deep* and *Tag*, for example, are good games that require no sort of apparatus except the children themselves. They may be played under perfect conditions in any school and hence are widely used. School desks and seats, any small object, a handkerchief, and one or two bean bags are the only play material needed to play all of the most popular games in this study. Even among these seventeen (17) most popular games, where non-apparatus games are most likely to appear because of a general lack of suitable play material in the schools, 59% of the different activities require some sort of play equipment and constitute 64% of the total activities. We cannot expect to develop a child through play until we furnish him the opportunity, the leadership and *the means* through which he may practice and give expression to his instinctive tendencies to action and to reaction.

CONCLUSIONS

1. That the play resources of grade teachers are far from uniform
2. That the main body of grade teachers use between eight and sixteen play activities during the school year
3. That grade teachers in the city, the village and the rural schools use about the same number of plays and games
4. That about 8% of the teachers are conducting no outdoor activities.
5. That there is a large number of different activities used and a very wide variation in the number of teachers using them
6. That about two-fifths of the different games mentioned are used by only one teacher each
7. That only about 7% of the different games mentioned are used by as many as one-third of the teachers
8. That the provision of suitable play material and apparatus is piteously meagre. (Equipment for five-sevenths of the games requiring apparatus consists of a handkerchief, a nut, a broomstick, a book, blackboard and chalk, or school desks and seats)
9. That games requiring some sort of play apparatus are more popular than games requiring no apparatus

Suggestions:

1. More outdoor activities and their use by every teacher
2. More adequate and more uniform provision of suitable play supplies and apparatus

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3. More uniform instruction of teachers in games and more care and uniformity in the selection of games
4. More games that call for group competitions and team play.
5. More care in the selection of games according to the age-periods of the pupils

(These latter two suggestions were not considered statistically but these needs were evident throughout the study).

Community Drama and Expert Leadership

The ever-widening scope of community drama offers to workers in this field opportunities that increase as the field itself increases. At present the work falls under three heads: Educational Dramatics: Pageantry; and Community Theatres. Throughout the United States drama is blossoming everywhere, as it did in England in the days that preceded the reign of Queen Elizabeth—the days that preceded Shakespeare. Then, as now, there was a great dramatic renaissance *amongst the people themselves*. School children were acting in special school dramas; in the churches there were miracle and morality plays; all trades and guilds had their bands of players—fishmongers, shepherds, merchants, dyers, artisans. The special holidays of the year were marked by masques and festivals; pageants were acted on pageant-wagons in the various towns—laying the foundation for the pageants of today, and also for another new-old development—the roaming theatre. All this led to the making of an intensely appreciative eager public, a public that welcomed Shakespeare when he at last arrived.

Today we have plays in schools, on playgrounds, in churches, in industrial centres; we have municipal pageants and masques; we have communal theatres of no mean order; we are preparing a great audience for the future. And more and more the cry goes up for leadership, for trained and gifted people who can undertake to lead in community drama.

First of all, there is Educational Dramatics. Under this head come Children's and Young People's Theatres; industrial groups particularly the foreign born, and all work of educational dramatic value done in public and private schools.

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The first Educational Theatre was in France. The term Educational Dramatics was first used in the eighteenth century by a gifted French educator, Madame de Genlis, who believed and taught the use of drama as an educational force. The aspirant who wishes to enter this field as leader will have to be expert not only in the sense of directing a play, but in getting the fullest possible benefit for the player by developing first his spiritual understanding, and next his dramatic power. For with the spiritual understanding comes the power to give reality to a part.

As a rudiment of Educational Dramatics many leaders are using Story Playing. The value of Story Playing is discussed in *How to Tell Stories to Children*, by Sarah Cone Bryant (page 116), and there is a fine chapter on Story Playing in Chapter 5, page 31, of *Educational Dramatics*, by Emma Sheridan Fry. The story in this case is *Cicely and the Bears*.

The analysis of a play for children, *The Enchanted Garden* in which the educational values are shown can be found in *Amateur Plays and Dramatics*, by Evelyn Hilliard, Theodora McCormack, and Kate Oglebay.

Among the books on the subject of Educational Dramatics are *School Plays and Pageants*, by Percival Chubb and Associates; *Amateur Plays and Dramatics*; *How to Produce Children's Plays*; *Educational Dramatics*; and *The Children's Educational Theatre*.

School Plays and Pageants gives something of the theory and practice of the dramatic work done in the Ethical Culture School in New York City.

Amateur Plays and Dramatics, by Evelyn Hilliard, Theodora McCormack, and Kate Oglebay, should be among the first books to be read by the uninitiated; it gives a summary of what is meant by the term Educational Dramatics, and much illustrative material, including pictures of plays in action. *How to Produce Children's Plays*, by Constance D'Arcy Mackay, gives a history of the whole Educational Dramatic movement, and gives an analysis of two plays—one of them being Browning's *Pied Piper*. *Educational Dramatics*, by Emma Sheridan Fry, uses a terminology which is at first difficult for the layman to grasp; but it should be read slowly and attentively, for it is a handbook of the method through which Mrs. Fry's success as dramatic director of the New York Children's Educational Theatre was achieved. Last in the list, as illustrative of the running of a Children's Theatre is *The*

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Educational Theatre, by Alice Minnie Herts, which tells of this interesting experiment.

These books can be obtained at any bookstore, or ordered direct from the Drama League Bookshop, 7 East 42d Street, New York City.

All Industrial Theatres, such as that recently established by the Goodyear Rubber Company at Akron, Ohio, should, and probably will, soon have their Educational Theatres for foreign-born citizens, so trained leadership in this line will be more than ever in demand. It will be seen by this that Educational Dramatics has a technique all its own; and no one can claim to be an expert along these lines who is not fully grounded in this technique.

The technique of the pageant is of a totally different order; the pageant demands big brush-work—sweep, breadth, the force of great numbers.

The Community Theatre has still another form of technique, the swift, salient method of attack—quite different from the slower development of Educational Dramatics.

Expertness is needed for all these forms of Community Drama. It is possible to become expert in any one of these lines; or, in some specific cases, in all of these lines. Indeed, the dramatic expert nowadays is supposed to have a fundamental knowledge both of pageantry and Little Theatre technique, vastly different as they are.

The fact that more and more work is being done in community drama throughout the length and breadth of the country has undoubtedly increased the demand for dramatic experts. Many young people—and often a good many older people—say to themselves: "Ah ha! Community Drama! This is the job for me," and apply for it forthwith. Often the result is loss of time on both sides, simply because the nomenclature of dramatic expert is not thoroughly understood. Experience in producing a small pageant or so, or a few one-act plays, is not enough: the applicant for position as dramatic expert must have *background*, as well as *foreground*. Too many drama-enthusiasts have *foreground* only!

Standards are continually being raised and a more dramatic "coach" stands in danger of becoming as obsolete as that old-fashioned vehicle.

What are the requirements for a dramatic expert?

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First, a genuine gift for the work to be undertaken; secondly, at least a year or more of training in some University or accredited school of dramatic art; thirdly, a genuine grasp of what the community drama movement means, for its goal and its standards are not the goal and standards of Broadway. The dramatic expert must have a knowledge of the development of community drama in this country at the present time, and of the steps that led to that development. The dramatic expert should have the knowledge that is gained through reading books, plus the knowledge that is gained through practice.

The specialist in pageantry has the knowledge of one type of technique; the specialist in Community Theatre work must have a knowledge of technique of an entirely different order; the difference is that which exists between mural painting and miniature painting.

Any dramatic expert **MUST** have a knowledge of different forms of drama; must clearly know the difference between festival, pageant, and masque; must be familiar with several of the best one-act plays; and also several of the longer plays with regard to their applicability to community work. The dramatic expert should also be familiar with the best modern books on the theatre.

This represents the knowledge that can be gained from books. There is besides this the technical knowledge that can be gained only through practice. Along this line the pageant expert should know everything connected with the staging of a pageant: The correlation of costume, lights, music, dance; how to obtain the best effects for the least outlay.

The Community Theatre expert must have a knowledge not only of how to stage plays but of how to make simple scenery; of how to dye and evolve costumes; must know how to equip a small theatre; must understand the rudiments of stage lighting.

Any one who expects to do expert work in any of these lines should be able to answer the following questions:

What is Community Drama?

Toward what does it tend?

Can you give a brief history of its development from the earliest times? A history comprised in a few paragraphs?

What has been the influence of Community Drama on the professional theatre?

What is a pageant?

How does a pageant differ from a festival?

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What is a masque? How does it differ from a pageant?

What do you understand by the term Folk-Theatre?

What do you know of the history of the Little Theatre movement? How did it begin? In what countries did it have its rise?

What do you know of the Irish Theatre, of the Manchester group, of the influence of the Moscow Theatre?

What were the first Little Theatres in the United States?

What do you know of Children's Theatres?

What do you mean by the terms Educational Dramatics, or the Educational Dramatic method?

What is meant by "developing the audience of the future"?

Even the smallest public library can give assistance in these directions. Besides the volumes already mentioned in this article, the dramatic expert will find of great help the following volumes:

Community Drama, by Mary Porter Beegle and Jack Randall Crawford (Gives a history of the movement and illustrations)

Pageants and Pageantry, by Esther W. Bates (Gives information necessary for school pageants, and illustrations)

The Masque of St. Louis, by Percy MacKaye (Gives a remarkable insight into the making of a great imaginative production)

How to Produce Amateur Plays, by Barrett H. Clark (One of the best books on this subject, with diagrams of stages)

The Theatre of To-Day, by H. K. Moderwell (Describes in detail the new art of the theatre: Necessary volume for all Community Theatre workers)

Costumes and Scenery for Amateurs, by Constance D'Arcy Mackay (Gives Pictures of costumes for plays and pageants, to be used in connection with Butterick patterns, which can be obtained for them. Tells how to make very simple scenery)

How to Sing a Song, by Yvette Guilbert (The second part of this finely illustrated book deals with dramatic interpretation, and gives hints that can be obtained in no other place. Essentially a book for the advanced student)

How to See a Play, by Richard Burton (Tells the amateur beginners what to look for in the theatre; fine book for developing standards of appreciation)

The Irish Theatre, by Lady Gregory (Full account of this vital movement: necessary for an understanding of how Community Drama influences the professional theatre)

STORYTELLING

Dunsany, the Dramatist, by Edward Hale Bierstadt (To be read in connection with Dunsany's Plays)

Dramatists of To-day, by Edward Everatt Hale, Jr. (Gives the essential critical facts about the great modern dramatists and analyzes their plays)

Storytelling

Miss Mary Flynn, Storyteller for the Chautauqua Association of Pennsylvania, Swarthmore, Pa., has made a number of suggestions regarding stories which will be of interest to recreation workers who are developing storytelling as one of their activities.

In choosing stories it is well to watch for four things—the beginning, the end, the action, and the appeal to the storyteller. The first two and the last are self-explanatory. In connection with the third it is possible to tell in reading a story whether the action is sufficient to make it tell well, and it is essential that the storyteller shall learn to omit any part which means losing the audience, if only for thirty seconds.

In suggesting stories to be told Miss Flynn mentions only those which she has told to all sorts of people from the mixed Americanism represented in a mining town to the members of women's clubs. Among these are the *Blue Robin* and *Vive La France* from *Tell Me a Hero Story*, by Mary Stewart; and *Boyhood Stories of Famous Men*—exceptionally well written incidents in the lives of American musicians, sculptors and artists which make these people human beings.

For a group of boys, Pyle's *Robin Hood*, Miss Flynn suggests, is excellent. There is probably no one character who appeals to a boy as does Robin Hood in whom is presented a man fearless, honest and just—in reality an outlaw but standing four square and ready to assist those needing help. Robin Hood is really a fine ideal and the stories of his prowess make splendid story material for a series. In the stories of all three of the books mentioned there is good action and smooth but rapid plots. They may all be classified as ethical stories, containing a moral, not so apparent as to seem to be thrust upon the children but woven into the story in such a way as to be felt. Oscar Wilde's *Happy Prince* and *Selfish Giant* belong in this class.